4th Grade Pacing Module 6 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards | Topic and Objectives | | | Instructional Notes |
| **4.NF.6**  4.NBT.1  4.MD.1 | A | Exploration of Tenths  Lesson 1: Use metric measurement to model the decomposition of one whole into tenths.  Lesson 2: Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers.  Lesson 3: Represent mixed numbers with units of tens, ones, and tenths with number disks, on the number line, and in expanded form. | | **Days: 3**  ***Lesson 2 & 3 Teacher Prep****:* Copy teacher and student materials prior to lesson |
| By the end of Topic A, your students should be able to:   * Use decimal notation to represent fractions with a denominator of 10     Sample Assessment Item 4.NF.6 | | | | |
| **4.NF.5**  **4.NF.6**  4.NBT.1  4.NF.1  4.NF.7  4.MD.1 | B | Tenths and Hundredths  Lesson 4: Use meters to model the decomposition of one whole into hundredths. Represent and count hundredths.  Lesson 5: Model the equivalence of tenths and hundredths using the area model and number disks.  Lesson 6: Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.  Lesson 7: Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.  Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units. | | **Days: 4**  **Optional Lesson 4:** Incorporates measurement conversion into tenths and hundredths  ***Lesson 5, 6 & 8 Teacher Prep:*** Copy teacher and student materials prior to lessons |
| By the end of Topic B, your students should be able to:   * Use decimal notation to represent fractions with denominators of 10 and 100 * Use a model to represent the equivalence between tenths and hundredths   SBAC Released Item: Sample Assessment: | | | | |
| *2 Days for Remediation, Enrichment, Mid-Module Assessment*  [Mid-Module Assessment Word Document](https://www.engageny.org/resource/grade-4-mathematics-module-6)  **Suggested Task:**  [Dismissal Duty Dilemma](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-5.pdf) (pg. 49) | | | | |
| **4.NF.7**  4.MD.1  4.MD.2 | C | Decimal Comparison  Lesson 9: Use the place value chart and metric measurement to compare decimals and answercomparison questions.  Lesson 10: Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and =.  Lesson 11: Compare and order mixed numbers in various forms. | | **Days: 2**  **Extension Lesson 9,** use if time permits  ***Lesson 10 &11 Teacher Prep***: Copy teacher and student materials prior to lesson. |
| By the end of Topic C, your students should be able to:   * Compare decimals to the hundredths place by reasoning about their size when relating to the same whole   **Snapshot Assessment 4.NF.7 :** | | | | |
| **4.NF.5**  **4.NF.6**  4.NF.3c  4.MD.1 | D | Addition with Tenths and Hundredths  Lesson 12: Apply understanding of fraction equivalence to add tenths and hundredths.  Lesson 13: Add decimal numbers by converting to fraction form.  Lesson 14: Solve word problems involving the addition of measurements in decimal form. | | **Days: 2**  ***Lesson 12 Teacher Prep***: Copy teacher and student materials prior to lesson.  **Lesson 14:** Extension, use if time permits |
| By the end of Topic D, your students should be able to:   * Convert fractions with denominators of 10 or 100 to equivalent fractions as necessary to add tenths and hundredths   **SBAC Released Item (see next page):** | | | | |
| **4.MD.2**  4.NF.5  4.NF.6 | E | Money Amounts as Decimal Numbers  Lesson 15: Express money amounts given in various forms as decimal numbers.  Lesson 16: Solve word problems involving money. | **Days: 0**  **Lessons 15 & 16:** These lessons are review and connect money to place value. Pieces of these lessons could be used at the beginning of the module to connect place value conversions to something the students already know. Money is revisited in Module 7. | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  **Sample Task:**  [Ticket Task](https://grade4commoncoremath.wikispaces.hcpss.org/Assessing+4.NF.6): click on Quarter 3, Performance Task 1  [**End of Module Assessment Word Document**](https://www.engageny.org/resource/grade-4-mathematics-module-6)  **Notes:** Correct the error on #1. The fraction should say .  Because lessons on measurement and money were optional, #4 and parts of #6 may be omitted. | | | | |
| ***Total Instructional Days: 15*** | | | | |

Links Used: Module Assessments: <https://www.engageny.org/resource/grade-4-mathematics-module-6>

Dismissal Duty Dilemma: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-5.pdf>

Ticket Task: <https://grade4commoncoremath.wikispaces.hcpss.org/Assessing+4.NF.6>